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ABSTRACT

The Women's Bureau works to improve the economic status of women by seeking equity in employment policies. The Bureau has completed several pilot projects serving different populations of women and providing training in job skills, job readiness, job placement, support services, and information sharing. This document presents a program guide describing projects undertaken by the Women's Bureau to provide employment programs for adolescent mothers. The guide is intended for use by community-based organizations and by local and state governments concerned with increasing the employment opportunities of these women. The introduction describes issues affecting teenage mothers, development of the program concepts, and a demonstration of the Adolescent Mothers Initiative. Needs of teenage mothers relevant to the program design are identified and several essential program elements are discussed. Community-based, school-based, and work-study program models are described. Experiences of the six demonstration projects are included. Examples of specific approaches taken by the participating communities are shared and strategies are suggested for planning and implementing a program. The appendices provide information on program elements at each site and on the Women's Bureau Women in Nontraditional Careers instructional materials. (NB)

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Employment-Focused Programs for Adolescent Mothers

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Employment-Focused Programs for Adolescent Mothers

U.S. Department of Labor
William E. Brock, Secretary

Women's Bureau
Jill Houghton Emery, Acting Director

1986

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FOREWORD

The Women's Bureau, in response to its congressional mandate of 1920, works to improve the economic status of women by seeking equity in employment policies. The Bureau also disseminates information about women and work to support development of programs that enhance women's job skills and employment potential. Various approaches to training and awareness building have been sought and utilized. For several years, the Bureau obtained funds from the U.S. Department of Labor's Employment and Training Administration to develop projects which explore ways to expand training and job opportunities for women. The projects had a twofold objective: to increase the base of knowledge about specific employment-related needs of women and to demonstrate better techniques in meeting those needs.

During the last several years, the Bureau has completed nearly two dozen pilot projects which served such groups as rural women, single heads of households, low income women, female offenders, minority women, teen women, and displaced homemakers/mature women. The projects developed for these populations utilized innovative techniques for providing training in job skills and other employment readiness areas, job placement, support services, and information sharing through various types of networks.

The Women's Bureau has undertaken another project to maximize the impact of these successful demonstrations: the production and dissemination of descriptive models, or program guides, so that others may duplicate the initiatives. This "how-to" guide is one of a series of seven which we are sharing with communities across the country. The models are intended for use by community-based organizations and by local and State governmental units concerned with increasing the employment opportunities of women and assisting them toward achieving greater economic self-sufficiency. The business community may also find the various training concepts useful.

We are pleased to share the experiences of our demonstration projects, and we hope your organization will choose to implement a program or adapt some of the concepts or components with the assistance of the Bureau's guides. Although most of the experimental projects described in the guides were implemented primarily using Department of Labor employment and training program funds, we suggest that you expand your search for funding to a variety of local sources including the business community and private foundations.

The themes of the program guides are:

Job Training in Food Services for Immigrant, Entrant, and Refugee Women
The Coal Employment Project--How Women Can Make Breakthroughs into Nontraditional Industries
National Women's Employment and Education Project (for low income women)
From Homemaking to Entrepreneurship: A Readiness Training Program
Women in Apprenticeship and Nontraditional Jobs
Employment-Focused Programs for Adolescent Mothers
Employment Programs for Rural Women

If your organization implements any of these programs, we would appreciate your sharing the experience with the Women's Bureau.

Jill Houghton Emery
Acting Director, Women's Bureau

Jill Houghton Emery

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Issues Affecting Teen Mothers

Teen pregnancy and motherhood are often perceived as health and social issues. As the rate of teen pregnancy rises, the economic significance of this phenomenon also increases and is related to such important issues as poverty, unemployment, and welfare assistance.

Programs concerned with both the immediate and future economic needs of teen mothers have been the primary focus of Women's Bureau initiatives to address the employment-related needs of these young women. Concern about their employability, however, cannot be separated from their educational, medical, and social service needs. The Bureau's involvement is, in fact, deeply rooted in the concept that the economic future of increasing numbers of adolescent mothers is being seriously jeopardized in the absence of broad-based programs and support systems that address the diverse needs of these young women. Indeed, as the rate of teenage pregnancy increases, and as large numbers of young women decide to have and keep their babies, attention must be paid to the full range of related concerns.

It is estimated that more than 1 million teenagers become pregnant each year; over half a million of the pregnancies result in births. Further, almost all of the teen mothers who are unwed keep their babies to raise alone or with the help of their families. The decision is made, for the most part, without any real understanding of child care responsibilities or economic demands. When the reality of the situation does set in, many teenage parents are forced to become societal dropouts as well as high school dropouts. They are beset by problems involving parenting, financial hardship, isolation from family and peers, and restriction of social activities.

Statistics indicate that 9 out of 10 young women will work outside the home at some time in their lives. However, for those young women who drop out of school the reality of their future without training and education is likely to be work that is low paying and low prestige, with few opportunities for advancement, because the school dropout is at a long-term disadvantage in comparison with the high school graduate. Pregnancy is one of the primary reasons why young women leave school before graduation.

The employment future of school dropouts is not bright. Young people who leave school early are seldom knowledgeable about working or about employment expectations, and are frequently those who withdraw from the job search because they are discouraged and cannot qualify for more than the lowest paying jobs. In the case of teen mothers, child-related considerations such as child care

compound their employment difficulties at the same time their need for employment is crucial.

The effects of early childbearing, sometimes among teens as young as 13 and 14 years of age, have contributed significantly to poverty among households headed by women. The young woman who cannot earn a living to support her child or children is often a candidate for welfare at an early age. Also, since adolescent mothers are more likely than other mothers to spend a lifetime as single heads of households, they are the more likely candidates for long-term welfare dependency.

The critical need to address the economic, health, and social issues faced by adolescent mothers is highlighted in the 1981 report "Teenage Pregnancy: The Problem That Hasn't Gone Away," published by the Alan Guttmacher Institute. Consider these statistics in that report:

- The United States is among the world's top six developed countries that have the highest teenage birthrates.
- There are 1.3 million children living with 1.1 million teenage mothers; two-thirds of these 1.3 million children were born to mothers age 17 and younger.
- An additional 1.6 million children under age 5 are living with mothers who were teenagers when they gave birth.
- The risk of infant death is nearly twice as high for teen mothers as for mothers in their 20's.
- Of the 1.1 million teenage mothers, two-thirds have not completed high school.

These figures suggest that the problem affects all racial and ethnic groups in urban as well as rural areas, and that it has economic as well as health and social consequences.

Adolescent mothers must not only learn how to care for themselves and their babies, but must also acquire education and skills which will enable them to cope effectively with adulthood and assume responsibility for their own needs and those of their children. These concerns about the needs of teenage mothers led the Women's Bureau to convene a conference in 1979 with researchers and program operators who were knowledgeable about the problems of adolescent women during or after their pregnancy, and who could identify obstacles to their participation in the labor market.

The consultation was one of the first national attempts to develop strategies for programs where economic issues were considered central. Although related issues received attention as

well, the matters of careers and employment were not considered "side issues" in designing programs to assist teen mothers.

Development of Program Concepts

Participants at the consultation, sponsored jointly by the Women's Bureau and the Office of Youth Programs, Employment and Training Administration, included educators, health professionals, representatives of programs administered by community-based organizations and minority groups, and Federal agency representatives. Their mission was to discuss the critical needs of teen mothers, particularly as they relate to employment, and to describe the essential ingredients of model programs which could demonstrate ways to meet such needs.

The discussion and ultimately the program models focused primarily on two areas: first, what are the characteristics and main problems of teen mothers, and second, what are the essentials of programs which could be designed to develop the employability of those young women while they are coping with other serious needs. The participants agreed that the "must" list of program elements which would have an impact on the lives of young women and their children should include: child care, the learning of parenting skills, counseling, and attention to the teen mother's health, social, and educational needs. Related to all of those was the need for economic viability and marketable job skills.

The participants recognized that in the young mother's efforts to develop her own economic self-sufficiency, her future will depend on her level of education and employment skill. Both statistics and the experience of those participating in the consultation agreed that the 5 years following the birth of a child are the crucial ones in which intervention can be expected to have meaningful effect. The financial and emotional dependency of the teen mother requires well-structured support through some period after she gives birth; at least a year was agreed on as minimum. Another important factor to be considered is the second, or even third, pregnancy. Some young women who have their first child in their early teen years have 3 or more children within the following 7 years.

Three basic models were discussed and developed by the participants. They were (1) the community-based model, which utilizes a community organization as the center of program activities; (2) the school-based model, which utilizes the resources of the public school system; and (3) the work-study model, which combines formal education with work experience. The models provide for practical training and education and offer teen mothers access to many services and types of support.

Areas Not Included in Models

Two issues on which the experts disagreed, and which were not incorporated into the models, were the participation of the teen father in programs and the manner in which the realities are communicated to teen women.

The Teen Father--Although there was agreement on the significance of the father's role in the young woman's life, a number of persons felt that it would be a misuse of limited dollars for model programs to emphasize the needs of males whose participation over time is usually marginal, who seldom stay closely involved in the lives of mother and child, and whose economic future is a separate issue from the employment preparation of the young mothers. Others felt that the emotional and employment needs of the young father should be considered of primary importance.

Communicating the Realities--Differences were expressed concerning the kind and tone of information which should be distributed to teenagers--the nonpregnant majority as well as those who have or are expecting children. Questions concerned the degree of candor which a publication addressed to this teenage group might incorporate, and whether an admonitory approach giving young women data on the economic realities of an early pregnancy would be, first, too discouraging if read by the young woman already pregnant or a mother, and, second, unlikely to dissuade other youngsters from parenthood.

Some felt that large-scale statistics are not easily translated into personal terms by the age group who may most need to understand them. Those expressing this point of view recommended the publication of information on resources available to teen mothers, and urged that any data presented to teen women on the consequences of pregnancy should avoid being "preachy" or judgmental. The other side of the argument was mainly summed up in the view that young women old enough to get pregnant are old enough to get a truthful introduction to the long-term problems which can and usually do affect them.

Demonstration of the Adolescent Mothers Initiative

Development of the program concepts by researchers and practitioners at the consultation led to the Adolescent Mothers Initiative of the Women's Bureau--the second phase of which was to test those concepts leading to the development of model programs that addressed the needs of the target group. The Adolescent Mothers Initiative (AMI) was launched by the Bureau in the fall of 1980. The major benefit expected from this national program was to be the involvement of young mothers in the mainstream of educational and economic resources. This would be attained by enabling the adolescent mother to return to high school or to an alterna-

tive educational or training setting, or to obtain paid employment.

These were the major goals set for the initiative:

- To provide comprehensive services which address the specific employment needs of adolescent mothers;
- To provide young mothers supportive services designed to reduce the high school dropout rate and/or to promote return to school;
- To stimulate interest in rewarding employment to deter further adolescent pregnancies; and
- To encourage participants to broaden their occupational horizons.

With funds provided by the U.S. Department of Labor's Employment and Training Administration, the Women's Bureau awarded contracts to six organizations to develop demonstration projects designed to explore alternative approaches for improving the employability of adolescent mothers. Each organization proposed to operate a program based principally on project designs recommended by the Bureau. However, the projects would use different approaches or innovative techniques in the delivery of services. The contracts were for 12 months; 9 months were used for service delivery, the other 3 months were devoted to starting and phasing out the projects. Recipients of the contracts were:

1. Young Women's Christian Association (YWCA) of Greater Miami and Dade County
   Miami, Fla.
   (Teen Mother Opportunity Program)

2. Minneapolis Board of Education
   Minneapolis, Minn.
   (Solo Parent Career Employment Project)

3. National Council of Negro Women
   New Orleans, La.
   (Solo Parent Project)

4. Young Women's Christian Association (YWCA)
   Philadelphia, Pa.
   (Solo Parent Project)

5. Girls Club of America
   Pittsfield, Mass.
   (Teen Parent Program II)

6. Northern California Women for Apprenticeship
Sacramento, Calif.
(Nontraditional Teen Parent Program)

There were 439 teen women participating in the six projects--the numbers ranged from just over 40 in one project to about 130 in another. The ages of the participants were from 13 to 20. Most of the projects served the young women after delivery only. Three projects were based in the community, two were school-based, and one was a combined work and study design.

Each of the demonstration projects proved to be a timely program that addressed a range of issues focused on the economic and employment needs of adolescent mothers in the specific localities--needs that were not being fully met through the services of other organizations. Through group and individualized counseling, classroom training sessions, field visits, work experience, and presentations from community organizations and employers, the demonstration projects were designed to assist teenage mothers to develop mature attitudes and to take responsibility for their lives and their futures.

This program guide describes experiences of the six projects. It identifies three basic models and defines the various program elements considered to be essential. Examples of specific approaches taken by the participating communities are shared, and strategies are suggested for planning and implementing a program. The Appendixes provide information on program elements at each site and on the Women's Bureau Women in Nontraditional Careers (WINC) instructional materials.

NEEDS OF TEEN MOTHERS RELEVANT TO PROGRAM DESIGN

The view of a program's target population affects the design and approach of that program. Some primary characteristics of teen mothers, as seen through the eyes of professionals working with them, are described as (1) ambivalent toward the world, (2) intensely experimental, (3) having a strong peer orientation, and (4) having a developing and maturing sense of reality. Teenagers with these characteristics can be oriented to the world of work. At the same time, the financial dependence which also characterizes most teen mothers must be considered. Thus, the development of self-reliance is seen as a critical task for these young women.

The question of dependency and how it relates to the length of program support for the individual mother should be assessed and dealt with specifically in each program. For example, a prenatal program may be designed to carry the teenager through her child's early development (about age 2), while another program is intended to help a young mother become more self-reliant in her ability to cope with her new role by announcing program duration to her and then letting her set her own timetable. Still another

program offers flexibility in trying to accommodate the multiple roles of the individual mother. While each of these has the goal of moving the mother toward her own system of support, in all programs a special emphasis on support from birth of the child through its first year is a must.

A major distinction should be made between older and younger teen mothers. The level of social experience and maturity is much greater among the 16 to 19 year olds than among those 15 and under, and programs need to take those differences into account.

ESSENTIAL PROGRAM ELEMENTS

The essential ingredients which should constitute the focus of all programs for adolescent mothers include linkage to employment resources, child care, health care, parent responsibilities, educational considerations, tie-ins to other services, and counseling.

Linkage to Employment Resources

- A link with the business community provides an opportunity for employers to share in the training and also facilitates job development by the program.

- Intervention with pregnant teens for exposure to the world of work should occur during the first trimester of pregnancy; teens in the second and third trimesters of pregnancy require more supportive services (health, nutrition, social service supports) than employability training. Postdelivery teens, however, are more receptive to employment and training services.

- Teen mothers, as with other teenagers, should be exposed to a broad range of career opportunities and given the elements of orientation to the world of work. Areas of employment considered traditional and nontraditional for women should be explored.

Child Care

- Child care, including infant care, is an essential component of any program for adolescent mothers. Without some form of child care the young mothers would not be able to continue their education or to pursue training and employment.

- Child care offers a setting for teaching parenting skills as well as a support system and should be included in the program in some form, through either a cooperative system staffed by young mothers in the program or through a stipend given to each participant to find her own child

care. Care within the extended family may be a viable alternative to the provision of child care within the program itself. The stability of the service is an important criterion. Child care services also allow the mother to have social time for herself.

Health Care

- An ideal teen mother program includes a health care component. Health care is particularly critical because studies show that early childbearing can have effects which are deleterious both to the young mother and her child. The approach must be multifaceted in order to assist the teen mother enter employment which provides upward mobility. Health needs would undoubtedly have to be met by bringing together systems from other agencies and involving community-based groups.

Parent Responsibilities

- The basic skills and attitudes needed in a responsible parent should be discussed in a program dealing with teen mothers. Proper nutrition, health care, and other child-rearing essentials should be examined. The need for emotional stability and economic responsibility should be introduced. Giving birth is the beginning of a long process, not just the end of a pregnancy.

- In addition to economic and other family responsibilities to be assumed by the new mother, consideration should be given to the role of the male parent. Employment and fathering skills should be among the areas selected for possible focus.

Educational Considerations

- If the basic educational skills of the participants are at a very low level, their written and/or verbal performance may be inhibited or impeded. The participants must be helped to verbalize their understanding of the training and encouraged to make written responses in their evaluation of the training sessions. It is therefore necessary to devote substantial time to basic educational skills and to incorporate the curriculum into the overall training.

- The educational structure within the program should be flexible enough to adjust to the demands of parenting and employment. This means cooperation with the school or training institution.

- A program should assess the abilities and talents of the teen mother upon her entry to the program, and an effort

should be made to include a tutorial system to upgrade her performance level.

- Each program should have a component where jobs skills are directly taught. The program should also build in a system through which the teen women may acquire proper work attitudes.

Tie-Ins to Other Services

- Linkages that provide health and welfare services, child care, and parenting skills are necessary for the success of any program.

- Each program should have a community outreach mechanism to ensure the program's success in its geographical setting. Good relations with municipal officials, school board members, hospital administrators, and other community members are critical to the establishment of community linkages.

- Provisions for shelters or "community residences" should be explored as an additional support service in crisis situations.

- Volunteer support provides for cost-effective services in all program operations.

Counseling

- Analyses of studies suggest that counseling may be key to the decisions that young mothers make while participating in programs. The teen mother most in need of a unique blend of services to change the trend from dependency is the teen mother between the ages of 14 and 16 who is still in school, who has low skills levels, who is from a low income family, and who has no work history and no realistic career objectives.

- A counseling program should help teen mothers to: analyze their present situation; identify and analyze viable alternatives; formulate constructive goals; learn how to look for and derive satisfaction from paid employment; progress in an individualized educational plan leading to high school completion; and formulate career goals and assist in arrangements for any necessary specialized training.

- Programs should strive to motivate the young mother to want to become a competent adult, and should consider incorporating a system of peer counseling, possibly patterned on the big sister model.

- Each program should contain counseling on the possible disadvantage of a second pregnancy for young teenagers. Both health and economic factors should be emphasized.

- A program should provide support for mothers in the stress periods after childbirth and prior to entry into the working world.

- Individual counseling should be sensitive to racial and ethnic factors. A model without this cultural consciousness might be a failure within minority community settings.

PROGRAM MODELS

The three program models presented here were developed around common goals, with the objective of substituting self-support for welfare or marginal work experience. They consist of community-based, school-based, and work-study programs. Many of the components are similar and, to a certain degree, are interchangeable, so the core of these programs can be adapted in a variety of ways. Each of the models includes a connection with community organizations, and uses the school process to promote work attitudes and to educate the young mother about the importance of postponing subsequent pregnancies.

Community-Based Programs

The community-based model uses a local organization as the center of the program, with links to other service agencies already in operation. The goal of the community model is to reach out to health services, social services, academic and vocational institutions, and other community agencies to design and build a comprehensive program for teen mothers from existing resources. The program may be housed in a neighborhood center. If finances are available, the mothers participating may live in group homes or with community families paid by program stipends. If housing is prohibitively expensive, the project should furnish transportation or cover public transportation costs. Students for the program may be identified through the health care system, the schools, the courts, and other teens in the program.

While outreach to the teen mothers is taking place, the staff can make initial contacts with clinics, hospitals, counseling centers for vocational education, employers, schools, and other community resources to establish a group of services which the teen mothers in the program can utilize. Such services should include skills training and job awareness, along with maintaining contacts that offer the young women comprehensive health care, including mental health, and various social services.

The teen mothers are to be counseled individually and monitored by a trained staff person, and then interviewed and tested to determine their specific talents and goals. Their needs are a critical consideration in developing the components of the program especially since pregnancy and motherhood cause them to be even further behind in school. The mothers should be enrolled in either a GED program, a regular school, or an alternative educational program. The core of the curriculum is to be work oriented, with some emphasis on nontraditional jobs for women.

Job counselors in the program should develop a skills bank of volunteers from the business community and from local agencies and vocational education programs to teach and train the young women. These people also function as a pool of potential job sources for the young women after graduation.

School hours should be flexible so as to accommodate the demands of motherhood. Child care may be contracted by the program to a community facility, preferably in the same neighborhood as that of the school.

School-Based Programs

The school-based model utilizes the resources of the school system and its staff. As with the other program models, developing work awareness is a goal of this approach. A world of work curriculum and work experience in a community setting are developed as part of the school's program. The program would be preferably placed in a high school in a neighborhood with a high teen pregnancy rate, and located near the downtown area. The school staff would seek linkages with various community resources, such as family planning agencies and community training centers, and the target population for this program would be chosen from the residents of the inner city neighborhood, with a special emphasis on reaching school dropouts.

The approach is practical, stressing career exploration and orientation to the world of work. Teachers work with the students on job skills in various occupations, including discussion of the advantages and disadvantages of working in the skilled trades or training for newly developing career areas. Older teen mothers, who may be ready for employment, are provided job opportunities previously developed by staff.

Certain activities providing special support to the teen mothers make this program unique within the school. School counselors and teachers are trained in the special problems of the teen mother and are encouraged to use the role model approach. At the beginning of the program, each teen is to be paired with an adult teacher or counselor who will offer social and emotional support. The program should consist of selected general high school subjects, especially language skills, job awareness, and

special courses in daily living skills, nutrition, parenting, and child development. Where feasible, the school should offer a cooperative day care facility in which the mothers learn parenting skills and care for their own child and the children of their peers.

An important objective of the school-based model is to help teen mothers to complete high school. Some part-time work after school should be arranged with community employers who have developed an interest in the program.

Work-Study Programs

The work-study model is a variation of the school-based model, which combines formal education and practical experience in a community setting. The objective is to aid the teen mother in completing high school, while giving her working experience to make the transition from school to work a positive one. While the young women are enrolled in school, they spend a significant amount of time on the job at work sites selected by the school staff. Outreach to teen mothers is carried out through the school. As the program is acquiring students, job counselors are making ties in the business community with employers. Work slots are created and the work curriculum is developed within the high school. Each student is advised by a counselor who aids her in determining a job site choice.

A wide range of career opportunities is explored. Students are taught to give practical consideration to such factors as wage potential, availability of jobs, skills required, etc. For example, the higher wage advantages of a nontraditional job for women in a skilled trade will be weighed against the need for commitment to longer training and the possible exposure to sexist harassment in such a job. The school also offers daily living skills courses and family counseling, and attempts to build the support system of the young mother by bringing in the whole family for group sessions. The family also is to be a topic studied in the school portion of the program. Onsite day care in the cooperative form can provide one source of skills training. The curriculum and job development should be similar to those in the community-based and school-based programs. However, in this model the counselors and employers work together in training and monitoring the young women in their work experience.

STEPS IN DEVELOPING A PROGRAM FOR ADOLESCENT MOTHERS

Based on a synthesis of the experiences of the six demonstration projects in the Adolescent Mothers Initiative, the following steps are suggested for a community where concerned persons are seeking to plan and implement a program for their teen mother population. The steps may vary in sequence as well as function when adapted to local situations:

- o Determine the program sponsor.
- o Assess the need for an employment-focused program.
- o Define the target population to be served.
- o Identify community resources.
- o Decide on program design/site selection.
- o Select an advisory board or committee.
- o Develop program goals/plan of action.
- o Develop training content.
- o Implement the program components.
- o Evaluate the effectiveness of the program.

Determine the Program Sponsor

The sponsor or group of sponsors should be those organizations or agencies which already have established themselves in the community as groups that have a concern for the welfare of young women. They should have a good reputation among the teenage population from which participants will come, and among other groups and agencies whose cooperation or support will be needed to operate the program--including private employers as well as service providers.

The program to be developed should be associated with individuals recognized and respected in the community. It may well be crucial that the sponsor have a good relationship with the public schools, because education, at least an educational credential such as a GED or high school diploma, is an important element of employability. A cooperative relationship is especially critical if one of the program's goals is to reenroll the participants in school.

Assess the Need for an Employment-Focused Program

Assessing program needs involves taking a comprehensive look at the existing situation which may be creating the need for an employability program for adolescent mothers. It requires obtaining all possible information relevant to the need for the program.

Information may be obtained from a number of sources including:

- o Adolescent mothers. Find out what they feel they need to become more employable; what would attract them to such a program; how they think it should function.

- o The local school board. Identify existing related programs and their effectiveness; determine what support and resources can be obtained; identify adolescents who dropped out of school because of pregnancy.

- State and local departments of labor. Inquire about available funds for the program; obtain information in reference to related programs: who operates them, their goals, objectives, success records, participant characteristics.

- State and local educational institutions. Obtain information concerning skills training programs: eligibility criteria, available grants, work-study programs, duration.

- Employers. Inform them of the prospective program and solicit their cooperation in providing on-the-job training and/or job opportunities. Find out what knowledge and skills are required for entry level positions.

- Local welfare agencies. Seek answers to these questions: What do their staff perceive as the needs for the program? What is their Aid to Families with Dependent Children (AFDC) caseload for adolescent mothers? How can staff contribute toward success of a program? What suggestions do they have for a program?

Once data have been collected and analyzed, they should then be reviewed to determine what needs to be done to help adolescent mothers become more employable.

Some questions to be answered are: Are there existing employment-related programs for adolescent mothers in the community, county, State? If so, what are their strengths and weaknesses? What are the goals of the programs? What activities are being conducted? Are they successful in accomplishing their goals? If not, why not? What additional activities are needed? What would improve the program's effectiveness? How would another adolescent mothers' program differ from what is currently available?

If there is not an existing employment-related program for adolescent mothers, questions to be answered include: What specific services are needed? What services can realistically be provided? How will participants benefit from the program?

Define the Target Population To Be Served

Although the target population is broadly defined as adolescent mothers, different segments of this group have different needs. The younger the adolescent mother the greater the need for basic educational skills; older teens are more interested in job skills. Also, some may have supportive home environments while others have no family support structure.

A crucial part of program planning is establishing eligibility criteria. There must be a decision as to whether to provide services to pregnant teens as well as to teen mothers. The eligibility criteria used by demonstration projects varied but clearly reflected the program's goals. The ages of women served varied among the programs as did the availability of services provided to teens while they were pregnant. Three projects required participants to be at least 16 years old and to have one or more dependent children. They restricted the delivery of services to teens who had already delivered in the belief that teens would be less motivated to plan a career while pregnant. Physical as well as emotional and psychological barriers might preclude a pregnant teen from making a major investment in planning for her vocational future.

The projects that served pregnant teens found that service delivery could be complicated. They recommended that services be provided in two phases: prenatal and postnatal. The needs of the young woman in each phase are very different. In the first phase she is pregnant and caught up in a crisis situation for which she needs a great deal of support. The pregnant adolescent is generally considered "high risk" as early childbearing poses severe risks for health of both mother and baby. This target population has the highest incidence of premature births, infant mortality, and childbirth complications for the mother. Therefore, while she may benefit from employment readiness counseling, the pregnant teen is in special need of supportive services such as medical care and counseling to assess her immediate future as well as that of her unborn child. After delivery, and faced with the reality of additional responsibility, a teen mother may be more receptive to exploring her future economic needs. Younger mothers will be more eager to return to school than an older population who will want to take a job to support themselves and their babies.

One project provided services to pregnant teens in their last trimester on the assumption that building a relationship during this especially critical time would ensure the student's involvement in career planning once the child was born. Programs which accepted students younger than 16 usually emphasized supportive services and encouraged participants to continue their education. Older mothers were found to be more motivated to future career preparation and planning.

Identify Community Resources

Just as the problems of adolescent mothers vary somewhat in each community, the resources available to help them also differ. The identification of community resources is an important startup activity.

To assess the availability of resources, contact such groups as:

- o Welfare agencies
- o Health clinics
- o Family planning centers
- o State and local educational institutions
- o State and local departments of labor
- o Employers
- o Women's organizations
- o Private industry councils (PIC's)

To avoid duplication, services that are already being provided in the community should not be provided by the program as well. If a community agency has a successful GED program, for example, there may be no need for the project to set up a new GED program of its own. The more efficient approach might well be to work with the existing program, especially if this can be done without cost. If the existing program cannot send instructors to the program site, transporting participants to the GED site is probably still preferable to setting up a duplicate program. This also illustrates the importance of linkages among community agencies to maximize services and minimize costs.

The setting in which the program is to take place is analyzed also. Is it to be a school, community-based organization, a union, trade organization, employer, or a collaborative effort? In general, what kind of support can be counted on from the schools and community? Are many outside opportunities available in terms of potential jobs and community support? What size budget can be realistically raised? Is there a ready pool from which to recruit staff? Where are the best sources for volunteers?

Decide on Program Design/Site Selection

Decisions about which of the three program designs--community-based, school-based, and work-study--will be the most suitable can be made on the basis of data gathered earlier in the assessment of program needs and in identifying community resources. When selecting community centers as the central site, consider the adequacy of the facilities for carrying out the training as well as the needs of the target group in terms of transportation to and from their homes, child care, school, and possible work site.

Other factors to consider are:

- o Design the project so that all parts fit together--the target population, the staff, the project goals, the training materials and methodology, and the available resources. There should be a thread of consistency running through all such features of the project. However, program designers, realistically, will have to work with what they have rather than develop the components as they would like the ideal teenage motherhood project to be.

- Provide as much of the program as possible at a single site. Try to bring existing services to the program site. If some services are only available elsewhere, arrange to provide transportation for the participants. Try especially to arrange for classes at the project site so as to avoid inconveniences and possible embarrassment that tend to discourage teenage mothers from participation.

- Make an effort to win support for the program and for each teenager's involvement in it among her family and friends. Perhaps the most important people to win over will be the participant's parents as well as the father of her child (or her current boyfriend or spouse). An attempt to involve them in the program might help not only to win their support for the program but to strengthen it as well.

Select an Advisory Board or Committee

An advisory group can be the catalyst for linking community services and support for the program. When establishing it, include representatives of those groups and agencies whose support and services the program needs. Special attempts should be made to include representatives from the private sector, since activities involving career explorations, work experience, and employment skills will constitute a major portion of the program.

The typical advisory group may consist of employers and representative leaders from the public and private sectors, labor unions, women's organizations, and various other community-based groups. The members must show concern about adolescent mothers' needs, have organizational skills, and reserve time to devote to the planning and followup processes. Meetings may be held weekly during the planning phases and monthly while the program is in operation.

The demonstration projects found that an advisory council was helpful in gaining community resources and access to services. The council members also gave visibility to the program.

Develop Program Goals/Plan of Action

Without goals and objectives, it is not possible to determine resources and strategies for achieving the overall purpose of the program. Goals and objectives should be formulated in terms of results which can be evaluated. Measurable goals and objectives consist of the following four elements: time, anticipated results, minimum level of achievement, and conditions under which results will take place.

Consider also the characteristics of the participants. The younger the population the more emphasis will be placed on return-

ing or keeping them in school. For an older population, the emphasis may be on placing them in jobs. Setting well-stated objectives before the program begins assures a clear understanding of what the project is expected to do.

In stating goals for the program, try to be specific and precise. Goals should be realistic, both individually and as a group, and each should be measurable, so that there is some way to determine objectively whether it has been reached.

No matter how well a program's original goals are expressed, it is well also to recognize that they are not irrevocable. Certainly goals should not be changed to fit actual performance at the end of a phase, but legitimate adjustments may be made earlier. For example, in a program term of a year or more, it is appropriate after, say, 90 days of actual operation, to reassess not only goals and objectives, but the entire implementation plan as well. Actual experience can provide a perspective and a sense of reality that advance planning often lacks. A similar reassessment would also be appropriate after any major program change.

A specific timeframe for accomplishing objectives in a program for adolescent mothers will be determined in large part by the participants' needs that have to be addressed. However, the set schedules for sessions and workshops should be kept on target. Remedial assistance may be necessary to help the young mothers keep pace with their educational activities. In designing the program, care should be taken to ensure that it will be long enough and concentrated enough to enable its goals to be achieved.

Although the demonstration projects operated for 1 year, with 9 months of service delivery, a more ideal period for sustained service and evaluation is at least 24 months, with no less than 18 months of service delivery. Adequate time must be considered for planning and starting up a program exclusive of providing services.

After measurable objectives have been established, the next step is to find as many courses of action as possible to move the effort closer toward accomplishing the overall goals of the program. The plan of action is a valuable management tool for scheduling the implementation of each program component.

Develop Training Content

The participants' needs as well as the program's design and criteria will determine in large part the training content. Curriculum ideas and suggested techniques are outlined under "Prevocational Training" and "Skills Training."

Additional points to keep in mind when developing the training materials are:

- The importance of regular attendance and thus the need to inhibit potential absenteeism. Consider a comprehensive list of reasons why participants might tend not to come to training every day or to drop out altogether. Determine how to counter each such reason or to limit its impact, and then design the training accordingly.

- Since the ability to reach the participants and hold their interest is essential to success, the training should be designed and resources allocated accordingly. Within the limits of the program's goals, include as many program features as possible that are likely to be inherently interesting to participants. These include field trips and "hands-on" experiences, rather than traditional classroom instruction.

- The impact that motherhood and independence can have on participant motivation. The educational materials should be appropriate for the participants' circumstances as they affect both motivation and needs. The type and extent of support services offered should similarly be designed and provided to suit circumstances.

Prevocational Training

The primary purpose of prevocational training is to enhance the participants' job readiness. It includes career awareness, job search skills, educational and vocational counseling, vocational planning, and physical fitness.

Prior to conducting training, the participants' needs are assessed. This is done by analysis of the data provided on the assessment instrument administered during intake, a questionnaire designed specifically to assess training needs. The results of the needs assessment are used to establish specific training objectives. The objectives tell what the participants will be able to do as a result of the training. They are also measurable and state the conditions under which the participants will demonstrate that the objectives were met. For example, an objective for a career awareness training session may be: "Following a discussion of nontraditional occupations, the participants will be able to list at least five occupations previously unavailable to women."

Once all of the objectives for the session have been established, content materials--the curriculum--are identified or developed which support the accomplishment of each objective. Then, methods and techniques to present the content materials are selected. Some effective ones are role playing, case studies,

films, and group discussions. This process is repeated for each training session.

In the demonstration effort, each project developed a curriculum to provide the participants with basic educational skills, an awareness of the job market, and the ability to cope with their changing lives. The three areas emphasized were basic education, vocational education, and life skills training. The basic education was aimed at improving participants' reading and writing skills. A high school diploma or other certification such as the General Educational Development (GED) was the ultimate goal. The vocational area of training concentrated on preparing students to become job ready by expanding their awareness of employment opportunities and teaching them job finding and job keeping skills. Finally, the projects provided training in life coping skills for their young participants to assist them in making the transition from adolescence to motherhood. Each project gave particular emphasis to one or the other of these prevocational elements depending on its targeted population.

Basic Education--The educational level of the participants was found to be a key factor in the overall effectiveness of the training. It became apparent as the program progressed that a great percentage of the students were not functioning at their grade levels. In fact, at one project only 3.5 percent of the participants were at grade level, and approximately 5 percent of the participants were slow learners. Therefore, tasks required more time to be performed by the students than was initially planned by the program. A great deal of time was devoted to basic skills development, and special referrals had to be made for remedial assistance for those students not able to keep up with the program. To facilitate remedial services, it is recommended that participants' educational competency levels be screened during the initial assessment process and appropriate referrals made to remedial resource persons.

Tutoring helped keep the participants from falling too far behind the rest of the class while they were out of school due to pregnancy. Therefore, classroom time was spent tutoring the students to improve reading and writing skills. Without such assistance more students probably would have dropped out of school after delivery.

Vocational Education--Activities and classroom instruction were designed to enhance the participants' job readiness. Included in the program were visits by local employers to describe jobs and career opportunities; resume writing and application-completion exercises; and discussions and role playing focusing on "on-the-job" situations. Participants also were taken on field trips to work sites, such as construction sites, the local utility service, and the transit authority. Job readiness sessions focused on job and career opportunities, decisionmaking and personal

interest inventories, self-image and clarifying values in relation to career choice, career goal-setting, skills identification, and job search skills.

One project developed an individualized Employability Development Plan (EDP) for each participant. Participants were initially interviewed for an assessment of their previous work record, any volunteer service, personal skills and interests, and career aspirations. They were provided an opportunity to use the assessment facilities and call on staff expertise at a local technical institute, as well as to obtain information from the State's computerized occupational information system. Also, participants were assisted in formulating short- and long-range career goals and directed toward training and/or employment compatible with their personal factors. This individualized plan was supplemented by reviewing previous school records, testing for basic skills through the special resources available to the Vocational Education for Adult Advancement staff, and assessing what the participant needed in order to obtain a diploma or GED.

Life Coping Skills--As a part of the prevocational training program, participants learned life coping skills through classroom training, counseling, lectures, and individual health/nutrition assessments. This aspect of the curriculum was devoted to assisting the teenage mothers to develop mature attitudes, self-confidence, and the motivation to take responsibility for their future vocational careers. Where possible, community agencies already offering family life education programs provided services through the linkage system.

Weekly classes were held covering financial budgeting, family relationships, and parenting skills. This program element also emphasized the development of group support and interpersonal skills, and exposed the participants to various community resources. Health classes were held which emphasized nutrition, child care, health education, early childhood development, and personal grooming. Individual health/nutrition assessments were conducted by members of the Visiting Nurses Association, among others. Classes were also scheduled to teach parenting skills. Individual counseling was provided by professional social workers from community social service agencies.

The pregnant teens, sometimes as young as 13 years old, especially benefited from the training in life skills during this critical period in their development. The pregnancy often constituted a crisis situation and, combined with the usual problems of adolescence, made for a particularly stressful time.

One project developed a curriculum to help participants deal with their emotional concerns. Emphasis was placed on building their self-esteem. Through role playing activities, they practiced assertive behavior by expressing feelings, such as anger,

appropriately, making requests, and communicating with authority figures. Resource people from a local drug treatment center gave a presentation on the effects of drug abuse on the user and her/his family. A nurse talked to students about the purpose and need for proper immunizations for themselves and their babies and other sessions were held to discuss child care, infant development, and parenting skills.

Examples of Curriculum--Projects that chose to work with pregnant teens divided the prevocational training curriculum into two sections: Phase I (Prenatal) and Phase II (Postnatal). One project, in particular, found that pregnant teens had a great need for supportive counseling and were not ready emotionally to explore their career opportunities until their lives settled down after the birth of their babies. During Phase I, participants met all day every Friday for parenting training and vocational exploration activities. Included were visits to child care centers, assisting in the care of infants, group counseling, individual counseling, self-development, and parenting training. As needed, participants were also given academic tutoring.

Phase II was administered after the students had delivered their babies and was devoted largely to exploring the students' vocational interests. During this phase, participants attended sessions for 3 hours each day following their regular school program. The sessions were devoted to tutoring in basic educational skills and prevocational training. Job readiness skills (e.g., how to apply for a job, how to complete a job application, and interviewing skills) were taught through classroom discussion and role playing exercises. Discussions also covered the local job market, work attitudes, and how to develop a career plan. Also included in these sessions were visits from local employers who spoke about jobs in their industries or businesses, field trips to various workplaces, and individual vocational counseling.

One project developed its prevocational training program in the following manner. During the orientation phase, participants were offered developmental assistance, support services, and an orientation to the world of work. Developmental and work orientation activities included a curriculum with the following courses of instruction:

- Communication skills: remediation of deficiencies in basic reading and language arts.
- Computational skills: instruction in functional mathematics related to specific vocations, and instruction in planning family budgets, calculating interest payments, and buying food.
- Job seeking and job finding techniques: instruction in job search methods with special reference to sources of

employment information and job requirements. This course of study was coupled with instruction to enable participants to conduct a self-assessment of their abilities, interests, and skills compared with the skill requirements for specific jobs.

- Consumer education: information to enable participants to become knowledgeable consumers, alert to unethical or unfair sales practices.

- Personal skills: a two-part course on (1) standards of personal appearance and conduct in the workplace, and (2) the nature of the employee-employer relationship, as well as employee-to-employee standards of conduct in the workplace.

Representatives of various organizations and agencies were invited to speak to the students. These community leaders served as role models for participants as they were familiar with the lifestyle and developmental needs of program enrollees and provided tangible evidence that employment goals were attainable.

Unlike all the other projects which maintained a fixed class schedule, one project had an open enrollment policy. If a participant dropped out of the program for any reason, she could reenter at a later date, if accepted. This removed the "all or nothing" attendance characteristic where a student might miss a few classes and then drop out of the program entirely. In other programs if a student could not attend every class, she might be dropped because she would not be able to keep up with the rest of the class. The open enrollment policy allowed the student the chance to reevaluate her goals and recommit herself to the program.

Skills Training

The skills training component prepared the participants to qualify for particular jobs. Projects differed in the emphasis they placed on the skills training component of their program. Those which dealt with the youngest population chose not to train participants for jobs, but to encourage the students to finish high school. While job placement was not an appropriate goal for the under-16-year-old, skills training was necessary and appropriate for the older teen mother.

In the work-study project, skills training resources in the community were identified by the project job developers. Since Northern California Women for Apprenticeship had a preexisting project designed to provide opportunities for women to enter the apprenticeship trades, working relationships with area employers had already been established. On-the-job training was furnished by area employers, including an electrical company, transit company, and various constuction contractors. Another project hired

participants during the summer to build an exercise trail at a day camp. The objective of the exercise trail project was to provide the participants an opportunity to obtain work experience while learning a new skill.

In one of the school-based work-study projects, students were employed in private sector employment during the day and enrolled in related high school classes in the evening. The following criteria were used by the project in granting credits:

- Satisfactory class attendance
- Satisfactory completion of contracted course work
- Actively seeking out and obtaining employment
- Level of job success determined cooperatively with the employer
- Number of different positions held within the same company
- Number of different employers worked for during the marking period
- Time employed during the marking period
- Number of days absent from the job

One training program focused on bringing students up to a job ready level of competence in one of four preselected occupational areas. The participants selected one of the following areas to study.

- o Clerical Aide. Students were trained in clerical skills required for a receptionist, including procedures to be followed when answering telephone calls, handling office mail, and filing. Basic typing and the operation of office machines was also part of the course of training.

- o Nurses Aide. Students were prepared to give basic nursing care to patients, including the elderly. Other areas covered were taking and recording vital signs, nutrition, CPR, and care of the home-bound patient.

- o Welding. This was a 21-week course which included safety procedures, welding symbols, blueprint reading and terminology, welding theory, and related instruction in mathematics. The training also covered practical experience in using various welding machines.

- o Merchandising and Marketing. This course was designed to teach merchandising through instruction and practical application.

Implement the Program Components

The following components of a program for adolescent mothers represent the core elements regardless of the program model used,

and are based upon the experiences of the Bureau's demonstration projects.

- o Outreach and Recruitment
- o Intake and Assessment
- o Supportive Services
- o Prevocational/Skills Training
- o Job Development
- o Job Placement/Followup

Outreach and Recruitment

Outreach and recruitment techniques are used primarily to identify potential participants and interest them in the program. The purpose of this component also is to increase public awareness of and support for the project. The goals are:

- o To inform the public of the existence, purpose, nature, and scope of the project.

- o To increase potential program participants' knowledge and understanding of the program.

- o To increase awareness and understanding of the program among community organizations, women's groups, unions, educational institutions, and other relevant organizations.

- o To enhance employers' sensitivity to the need of young women for training and employment, especially in non-traditional jobs or other jobs with good advancement potential.

Those programs which are working with the schools to encourage their young students to finish their education may find that a formal outreach and recruitment effort is not necessary for reaching the potential participants, as they are recruited by the school counselors. However, programs which do not have ready access to potential students should formulate more extensive recruitment efforts.

Special techniques may be needed to "reach out" into the community to find and stimulate the interest of potentially employable adolescent mothers who may have little or no motivation to seek out employment services on their own. Such techniques include the following activities:

- o Public appearances on radio and television to discuss goals and objectives of the program;

- o Public service announcements advertising the existence of the program and how it can be contacted;

- o Articles in local newspapers and organization newsletters;

- o Dissemination of informational leaflets throughout the target community, especially in places frequented by the target group, and at local conventions and fairs;

- o Participation in State and local forums.

Some effective techniques employed by the demonstration projects include:

--20- to 30-second television and radio spots aired during daytime soap operas. An intake survey showed that 95 percent of the project's participants learned about the project through radio and television announcements.

--Referrals from OB-GYN's, social service agencies, and other programs serving single parents;

--Rosters of students enrolled in existing programs for pregnant girls.

Intake and Assessment

The goals of the intake and assessment process are to induct participants into the program and to identify their potential skills, interests, and aptitudes. During this phase of the program, potential students are interviewed to determine their eligibility and suitability for the program. Thorough assessment of each individual provides the project staff with the information needed to select the best approaches to serve the participants. In addition, special problems are uncovered so that crisis intervention needs can be anticipated. Also, the assessment process provides an opportunity to determine whether there were false expectations which the program was not designed to meet. An initial interview serves to accomplish the following objectives:

- o Provide a complete explanation of the program to the applicant--of both the opportunities offered and the responsibilities of the participant;

- o Establish with the applicant the need for regular competent day care services and initiate the procedures for such arrangements;

- o Identify major barriers to employment or education experienced by the applicant;

- o Provide the individual an opportunity to complete an application for acceptance into the program; and

- Schedule applicant into the program's orientation session.

The assessment questionnaire identifies the individual's reading, mathematics, and writing skills; determines vocational interest and goals; and identifies any barriers--perceived as artificial or real--to employment or education. All this takes place during one visit to the program site. During the same visit, the applicant's child care needs are assessed and procedures are initiated to obtain appropriate services.

Following the interview and depending on the age of the recruits, letters are sent to parents asking their permission to enroll the teen women in the program. Accepted applicants are then scheduled to attend an orientation session which provides an indepth overview of the program, introduces the project staff, and answers any questions the new participants may have regarding the project. Then, various achievement and occupational interest tests are administered. The results of these tests are used later to develop employability plans for the participants. Finally, the participants receive a printed copy of the project schedule they would be expected to follow.

An intake and assessment plan is essential to ensure that enrollment in the program is regulated, that the program can handle adequately the number of applicants, and that participant flow through the program in controlled.

Supportive Services

Supportive services are essential in programs assisting adolescent mothers. They include those services provided directly by the program or arranged through linkages with other agencies to help the participant overcome obstacles to employment. Thus, they improve the employment potential of participants. These services may cover a wide range, depending upon the needs of particular individuals. Generally they include parenting training, child care, remedial and tutorial services, transportation assistance, and other services to help a young woman stay in school or to help ensure her success on a new job. (Another supportive service, individual and group counseling, is discussed in the section on life coping skills under the step "Develop Training Content.")

For this target population, lack of transportation and child care could prohibit a participant's involvement in the training program. Therefore, it may be necessary to subsidize child care payments and provide bus fare for transportation to and from the training site.

A variety of options were exercised in the demonstration projects to provide support services to participants. For child care, referrals were made to community day care programs and

stipends were given. Other resources were discussed with the participants, and in some instances, where practical and possible, family members provided child care.

Child care was provided at one project site--a nursery equipped with cribs, strollers, toys, and other baby accessories was available to all participants. The nursery was staffed by the participants and by volunteers from the community. Many of the volunteers were older mothers who also donated used baby cribs, furniture, and equipment to the nursery, as well as baby clothing and other items to the young mothers. The onsite child care eased the need for additional transportation and eliminated the need to pay child care stipends.

Transportation stipends were also offered. Some of the arrangements to provide transportation involved cooperation with the local transit company. For example, at one project, monthly bus passes were issued to participants to facilitate their mobility between home, school, employment, and day care sites. Transportation to and from group support meetings was provided by school buses. This arrangement gave both convenience and safety to the parents and children who were participating in groups that required travel on crowded buses during the congested "rush hour." This special service also stimulated discussion and fostered supportive friendships between participants.

Other stipends were provided by some of the projects as a motivating device to ensure students' participation. One project gave a weekly monetary allowance of $20 to students who had good attendance and had successfully completed their assignments. However, in comparing the results of projects offering stipends with those which did not, no significant differences were noted in terms of the rate of attrition and ultimate rate of successful completions. It would therefore appear that the practice of granting monetary allowances does not promote success in the program. However, other tangible incentives were helpful to keep participant motivation high. For example, one project gave diplomas and special recognition for achievement. This also instilled a sense of pride and self-esteem.

Other support services offered by projects included foster care, legal assistance, and free lunches. One project made foster care available to those young women who were not able to maintain their own independent living arrangements because of family problems or because of the distance of their residence from the project site. Legal assistance was provided by a local legal services group.

Prevocational/Skills Training

Techniques for implementing the training components depend, to a large extent, upon the content of training. Therefore, the

implementation suggestions are incorporated in the step "Develop Training Content." In the demonstration programs, prevocational training consisted primarily of career awareness, job search skills, educational and vocational counseling and life coping skills. The skills training component was designed to prepare the older teen mothers (usually 16-19) for jobs in such areas as merchandising and welding, and as clerical and nurses aides.

See Appendix B for an additional resource to assist in implementing the training components.

Job Development

Activities within the job development area are crucial to the opportunities for young women to find training and jobs. The focus will be mostly on assisting teen women 16 and over to find employment, since the younger adolescents will be encouraged to stay in school--full time if possible.

In this component, the job developer, or a similarly titled staff person, contacts employers, unions, and other training employment resources to obtain job commitments and training opportunities. Personal visits are made to promising employers. Program staff should also make presentations to key employment-related groups such as organizations of affirmative action officers, property management and real estate groups, personnel departments of large private companies, and government agencies' affirmative action officers. Job development is a continuous activity--from enrollment throughout the completion of training.

Potential employers and training opportunities may be assessed by the overall degree of employer interest and sincerity about training and/or hiring the program's participants; current vacancies and projected openings; and, through examining job descriptions, jobs with the potential for upward mobility.

Many of the demonstration projects attempted to identify potential permanent paid jobs for the participants, but found the job development component to be the least successful component; they recommended that job development and placement not be included in any future program for the adolescent during her pregnancy. However, other projects that worked with older teens were more successful. In the work-study project, personal visits were made to employers to identify placement opportunities and to obtain job commitments in trade positions for participants. The job developer focused on positions which offered basic training rather than positions in which the employee was expected to be experienced in the required skills. Another successful approach was to assign job developer aides to specific territories and industries to contact employers where job openings were available.

Job Placement/Followup

The actual placement of the teen mother in training or employment is the ultimate goal of job development efforts. However, in a program for young mothers this is by no means the extent of the responsibilities of this component, because successful placement--for the participant as well as the employer--requires further attention. A job specialist works with each particpant on a one-to-one basis in placement counseling. To ensure placing the participant in a job which she will be interested in and qualified for, the job specialist discusses available positions in detail with the participant. If the participant is interested in the position and meets all of its basic requirements, she then engages in the following placement-related preparation with the counselor and job developer:

--a briefing on the employer: its characteristics such as history, products and/or services, personnel policies, and benefits;

--tailoring resumes and work experiences to the specific job opening;

--planning for the interview, including physical appearance, behavior, and a feeling of self-confidence.

In the Adolescent Mothers Initiative, staff worked to place in jobs those young women who were job ready and then followed up to ensure that employment was maintained. It was considered essential that a counselor work with participants on a one-to-one basis and direct them toward employment compatible with individual factors such as abilities, skills, interests, and aspirations as delineated in the individualized Employability Development Plan.

Followup visits were made 30 days after placement to determine if participants were performing satisfactorily and had reached the level of competence anticipated during the vocational training. In addition, followup contacts were made to expand potential placement opportunities. Followup visits with employers where no job placements had occurred were also conducted to ascertain why no placements had resulted from the referral of qualified applicants and to encourage these employers to use the project as a recruitment source.

Problems in developing the job placement component were experienced by several of the projects. In one project, staff felt that the general lack of jobs in their predominantly rural area and high rate of unemployment significantly curtailed their placement success. Because of their youth, many of the participants were reluctant to relocate to areas with more available jobs. Staff felt the program would have been more successful if it had been conducted in an urban area. Other projects had prob-

lems placing students due to age restrictions, union requirements, or time restrictions.

Evaluate the Effectiveness

Internal evaluation is an ongoing process. There should be constant review of the internal program operations including participants' evaluation of each session. Feedback provides staff with information about needs, effectiveness of training, and effectiveness of approaches, so that changes can be made to solve problems and make improvements. The data maintenance system should be reviewed constantly.

Once the project plan is carried out, the final step is to evaluate the impact. An evaluation of the performance (efficiency, effectiveness, and responsiveness) will provide information that may be used to maintain or change program activities or objectives. It is important to funding sources that evidence is readily available on program performance. If goals and objectives were stated as clearly as possible and in measurable terms, the process of evaluation is simplified. Steps in the evaluating process are briefly described in the sequence below:

1. Decide what information would be helpful in judging the extent to which the goals and objectives have been reached.

2. Decide where, when, and how to get the information. This usually means developing questionnaires, personal observations, interviews, tests, etc.

3. Obtain, tabulate, and summarize the needed information. It is helpful to draw up summaries of the findings for use of those involved in the evaluation.

4. Interpret the information obtained. Make judgments about the extent to which the goals and objectives were achieved. Try to be as objective as possible when making these judgments. Try to avoid the temptation to find what you hope regardless of the evidence.

CONCLUSIONS AND RECOMMENDATIONS

The demonstration projects in the Adolescent Mothers Initiative identified issues or reaffirmed points of view about the needs of teen mothers. They also proved the effectiveness of various strategies for providing teen mothers with the necessary skills and knowledge for improving the quality of their lives. The initiative revealed that teenage mothers:

- Need to develop a positive self-image and a sense of self-worth;

- Need to develop mature attitudes and to take responsibility for their lives;

- Need to be able to make wise decisions concerning the direction of their future; and

- Need to face the reality that they have full responsibility for another human life.

Based on experience of the Bureau's six projects, a number of issues are highlighted for consideration in the planning and implementation of programs for adolescent mothers.

Factors Affecting Project Success

Numerous factors affect the success of any program for teenage mothers. Some can be controlled; others cannot and must be accommodated as best they can. However, all should be considered by anyone interested in developing or implementing such a program. The following factors had some bearing on the success of the six demonstration projects:

- Where services are provided;
- Encouragement from family, partner, and peers;
- Skills of trainers and counselors;
- The sponsor's standing in the community.

Where Services Are Provided

Each of the six projects provided participants with a variety of services. Projects offering what might be called one-site services were able to provide all services at a single location (or at nearby locations, such as a location across the street from the project site). Others offered multisite services, requiring the participants to travel to locations other than the primary project site to receive specific services such as day care or GED instruction. In general, project officials felt that one-site services were preferable. It may be true that travel from site to site introduces more variety into the program, and thus might make it more interesting (or less boring) to some participants. This small advantage, however, is generally outweighed by the disruptive impact of multisite services.

Obviously, travel to several sites takes more time than simply walking down the hall or sitting in the same room while a new instructor or counselor comes to conduct the next session. In addition, travel to several locations breaks any concentration or momentum that might have built up, requiring more time for the participant to "settle down" at the subsequent site. Such travel can also dampen motivation. Some projects even experienced occasional attrition between sites. This was a greater problem

when the participants did not travel as a group from site to site, but were expected to arrive at the subsequent site on their own.

The educational component provides a special case to illustrate the impact of this factor. Failure to complete high school is a common problem among teenage mothers, much more so than among other teens. Some never return to school after having their babies and those who do return are more likely to drop out. Providing a GED program at the project site makes it easier for the teenage mother, without having to return to school, to acquire the educational certification that will significantly raise and broaden her future employment opportunities. At the site, she is among other students like herself. She will not have fallen behind her peers since they, too, left school to have their babies. And, since the entire program at the project site is intended specifically to serve teenage mothers, the GED component is more likely to be responsive to her needs than a regular school where teenage mothers are a special case.

The conclusion to be drawn is not that the projects should compete with other agencies by duplicating services already provided elsewhere. Instead, the emphasis should be on making these services as accessible as possible. Rather than duplication, it would be far more preferable to arrange with the existing provider of a service to come to the project site or to a nearby alternative site if that would be feasible. If not, transporting the participants to the service site would be less disruptive than leaving them responsible for moving from site to site on their own.

Encouragement from Family, Partner, and Peers

Each participant's attitude toward the program may be influenced by the attitude of her family and her peers, including her baby's father (whether husband or boyfriend) or current social partner, as the case may be. Teenagers generally are often unsure of themselves and vulnerable to pressure from others, especially their peers. Teenage mothers may be even more vulnerable to such pressure. The attitudes of others, therefore, can affect a participant's entire approach to the program--whether enthusiastic, hesitant, or hostile--and whether she remains in the project at all. Such influences can contribute toward a program's success if they favor a participant's involvement, or undermine it if they tend to discourage participation.

Such discouragement, for example, was cited by more than one project as the major cause of dropouts among Hispanic participants. Many husbands and boyfriends, reflecting a culture in which women are generally expected to have only limited participation in the labor market, opposed participation in the program. Encouragement, on the other hand, could provide a needed push to

help a participant take the program more seriously or even to keep her from dropping out.

The demonstration projects found that having a teen mother on staff or as a volunteer provided participants with a peer role model. Some projects used "graduates" to provide peer counseling.

Skills of Trainers and Counselors

Teenage mothers are a special population whose attitudes and needs must be considered not only in designing a program but in implementing it as well. Depending on how it is presented, the same subject matter can evoke interest or boredom. A counselor's approach may determine whether advice is accepted or rejected. Academic components, for example, varied from site to site in their popularity and effectiveness. It is less likely that participants were more academically inclined at one site than another, than that there were considerable differences among the sites in the teachers' ability to reach teenage mothers. At one site, for example, where the academic component was taught in a traditional way by a former schoolteacher, the participants found it the least popular part of the program.

The Sponsor's Standing in the Community

The forms of sponsorship varied across the six sites. Some sponsors were local, others national; one was a public school system, one a vocational program, and the others were membership service organizations. The strengths and weaknesses of the various programs, however, did not seem to reflect such differences among the sponsors.

Instead, it was each sponsor's standing and reputation in the community that seemed to make the difference. Sponsors known as reliable providers of services to the community, for example, especially any already working with pregnant teenagers, had less trouble recruiting participants for their programs than those whose ability to serve teenage mothers was yet to be proven. Similarly, a sponsor well known and respected among other groups and agencies in its community was better able to enlist the support of these groups and agencies. In a number of projects, for example, such outside help was a crucial source of supplemental staff members to teach or counsel the participants in sex education, baby care, or nutrition.

The cooperative relationship that one sponsor already had with the public schools was easily carried into this project. Local schools in that community not only supported the program's efforts, but reinforced it in numerous ways that helped it run more smoothly and effectively. Elsewhere, in contrast, a sponsor

lacking that history of cooperation with the schools was plagued by a constantly disruptive lack of support and coordination.

Program Features Affecting Absenteeism

Absenteeism and dropouts were serious problems in some projects, less so in others. A number of structural or nonprogrammatic features of the projects had an impact on the severity of these problems.

Those projects that were self-contained were less vulnerable to absenteeism than those that served, for example, as an afternoon supplement to a public school program. For, in the latter case, absenteeism in the public school program carried over to the project--participants whom the public schools could not hold in the morning were more likely to stay away all day than to come to the project in the afternoon. This was well illustrated in one particular project that offered both situations: some participants came for a full day and were joined by others who spent the morning elsewhere, such as in an outside GED program. Attendance was higher and more regular among those enrolled in the full-day program.

The nonprogrammatic services a program offers can also affect absenteeism. For example, participants who have trouble arranging care for their babies during the day will find it easier to attend a program that provides day care facilities than one that does not.

In certain settings, transportation can also be a factor in absenteeism. In one project, there was bus service to the site in the morning and to the participants' homes at the end of the day. In between, neither public transportation nor private cars were available for taking participants away from the project site. While the lack of alternative transportation to the project site could contribute to absenteeism among those who failed to catch the morning bus, the lack of alternatives during the day meant that participants were somewhat a captive audience, unlikely to be enticed away until the day's program was complete.

Program Features Affecting Participant Interest

Some aspects of these programs seemed inherently to hold the interest of the participants, whereas others depended more on specific content, style of presentation, or personality of the instructor or counselor. In most of the projects, for example, vocational exploration was a popular activity capable of exciting the participants' interest, regardless of their age. Field trips, often as part of vocational exploration, were similarly popular. It is no coincidence that these activities had such wide appeal. Many of the participants live in a very small world, even those living in a big city. Field trips and the exploration of jobs

they never thought about for themselves both offer a chance to go beyond the confines of their everyday world.

These activities are also well received because they are less threatening than other elements. They do not require the participants to master any new skills that they are likely to be tested on. Moreover, compared with field trips and other experiences, classroom instruction may also seem too theoretical and dull. Classes in basic academic skills, for example, are not inherently popular among teenagers. To hold the participant's interest, they require something extra, such as a dynamic instructor or creative instructional materials.

The recruitment of participants can also affect their interest if it has raised false expectations about the content of the program. Expecting only a program that will find her a job, for example, a participant's disappointment at finding herself back in a classroom may make it harder to interest her in what is being taught there.

Tailoring the Project to Fit the "Givens"

A number of characteristics about any project are determined very early in its conception and design. Sometimes it is the budget, or the target population, or the broad overall goals of the effort. These are the "givens," as in "given basic characteristic or condition 'x,' what do we do about 'y'?" ("Given only so much money, how large a staff can we afford to hire?" or "Given these overall goals, what should the project look like?")

A well-designed project is one that is tailored to fit the "givens" of that project. If, say, the age of the participants is determined at the early stages, the goals should be chosen and the project designed to fit that particular population. Keeping participants in school is an appropriate goal for a 6-month program for 14-year-olds, but high school completion goes too far beyond the life of the program. Nor should job counseling for such young participants be directed toward full-time employment. Conversely, if the "given" is full-time employment as a project goal, recruitment of participants should aim at an older group that is more mature and, most important, closer to being ready to enter the labor market as full-time workers.

"Givens" also include the environment in which the project will operate. For example, if the local school system has shown a sincere interest in helping teenage mothers complete their education, a project might design its program quite differently than it would if faced with educators known to be indifferent toward teenage mothers who have left school.

The hoped-for outcome of a program for adolescent mothers may very well be attained if the approach to developing a program

follows the philosophical guidelines expressed in this comment from one of the Bureau's projects:

> Projects should reflect the participants' environment and be embedded in it. The further from the participants' world the program is--whether geographically, spiritually, stylistically--the harder it will be to recruit young women, to reach them once they are in the program, and to keep them there. The substantive effectiveness of the program also depends on its relevance to the participants. It should not be assumed that the participants' agenda and the program's agenda will be the same. The program need not adopt the participants' agenda, but as it pursues its own, it should recognize and seek to overcome any differences. And it might be an effective tactic to accommodate some of the participants' interests as well.

APPENDIX A

SUMMARY OF VOCATIONAL AND RELATED PROGRAM ELEMENTS FOR EACH DEMONSTRATION PROGRAM SITE

A. Preemployment Elements	Miami	Minneapolis	New Orleans	Philadelphia	Pittsfield	Sacramento
Career Awareness	yes	yes	yes	yes	yes	yes
Job Search Skills	yes	yes	yes	yes	yes	yes
Vocational Testing	yes				yes	
Vocational Counseling	yes	yes	yes	yes	yes	yes
Vocational Planning	yes		yes	yes	yes	yes
B. Jobs and Outside Training						
Placements*						
Summer Jobs	yes		yes	yes	yes	
Part-time Jobs	yes					
Permanent Jobs	yes					yes
Trng. Programs		yes				yes
Referrals**						
Summer Jobs	yes	yes	yes			
Part-time Jobs	yes	yes	yes	yes	yes	
Permanent Jobs	yes	yes	yes	yes	yes	yes
Trng. Programs		yes		yes	yes	yes
C. Career Preparation						
Encourage and/or assist:						
H.S. Completion or GED	yes	yes	yes	yes	yes	yes
Postsecondary Training	yes	yes	yes	yes	yes	
Apprenticeships						yes

* Job developers will negotiate for specific jobs to be set aside to be filled by project participants.

** Participants will be referred to jobs identified by job developers, but will have to compete with other applicants.

APPENDIX B

INSTRUCTIONAL MATERIALS FOR THE WOMEN IN NONTRADITIONAL CAREERS (WINC) PROGRAM, DEVELOPED BY THE WOMEN'S BUREAU

WINC INSTRUCTIONAL MATERIALS

A SYNOPSIS

The WINC instructional materials were developed to:

- Help students become aware of sex-role stereotyping and its limiting effects on career planning;
- Stimulate students to learn about and think about themselves, their interests, skills, and values as they engage in serious career planning;
- Motivate and help students to learn about training, educational, and personal requirements for a wide variety of career options;
- Help students use community resources to explore new career opportunities, to seek and to apply for jobs, and to advance in a chosen career.

The materials consist of two parts:

WOMEN IN NONTRADITIONAL CAREERS (WINC): CURRICULUM GUIDE
WOMEN IN NONTRADITIONAL CAREERS (WINC): JOURNAL

Curriculum Guide

The Women in Nontraditional Careers (WINC): Curriculum Guide is designed to assist school personnel in guiding young people to broaden their career horizons, to make long-range career plans, and to understand the school-to-work connection.

The guide contains a comprehensive selection of ideas, activities, and resources intended to be used as flexible teaching tools for instructors in a wide variety of settings. WINC can be used in high schools, community colleges, youth programs, community-based organizations, and Job Training Partnership Act (JTPA) programs. WINC can also be used to help young and adult women of all racial and ethnic groups to explore the issues related to women and work and to nontraditional employment.

The revised edition of the guide is also designed to benefit young men. Using the expanded materials the instructor can help young men, as well as young women, to do a better job of career planning, and, most important, to gain a better understanding of how the changing roles of women and men will affect their own lives.

Participation in the WINC activities should enable young women and young men to:

LEARN	about themselves--their interests, their abilities, and the wide range of choices available to them.
PLAN	for a career by learning the training and educational requirements necessary for entry into a broad range of potential jobs.
EXPLORE	nontraditional careers which interest them by talking with women and men who work in these careers and by visiting workers on actual job sites.
DEVELOP	survival skills and career success styles which will build their confidence and enhance their ability to lead independent lives.
SHARE	activities and experience with others who have similar concerns and interests.
UNDERSTAND	the historical, current, and future perspectives of women and work.

Each unit in the guide contains:

- An OVERVIEW with background information for the instructor.
- A series of ACTIVITIES with step-by-step lesson plans.
- A set of ACTIVITY RESOURCES with worksheets and handouts for the student.
- A list of ADDITIONAL RESOURCES, both print and nonprint, which can be used to further enhance student learning.

The unit topics are as follows:

Introduction to Course

The introductory section of the guide provides students with an awareness of the issues which the WINC program addresses. The activities will provide students with an understanding of terminology and the pervasiveness of role assignment and its consequences. Common agreement on the importance and relevance of the issues will form the foundation for exploration and learning in the units which follow.

The unit includes an activity designed to enable teachers and students to work together to plan and organize the course so that it meets the specific needs and interests of the participants.

Unit I: Women and Work - History

The traditional American history course generally has not integrated women into the scope of its coverage. History texts tend to devote their chapters to wars and rulers, activities engaged in by a few people in comparison to the total population, and those people are mostly men. The activities, the journals, and the perspectives of women were ignored, forgotten, lost. Even now, when a segment of women's history is recovered that tells what a woman did, said, or wrote, the information often seems surprising as if half the human race had, since the beginning of time, been inactive and mute, without a thought or action worth recording.

It is very important that young men, as well as young women, gain an appreciation and respect for the contributions of women and of the work women have done. Without this education, we should not be surprised if boys, brought up through all their formative years with the notion that "women never did anything," should become men who have reservations about women's abilities and the appropriateness of women's full participation in the work force.

The goal of this unit is to create an awareness of the outstanding and varied contributions women have made and are making to American history, and to create an awareness of the many different kinds of work they did and are doing outside the home.

Unit II: Women and Work - Today and Tomorrow

During the 1970's, the women's movement gained considerable momentum. Some women began to make inroads into the previously sex-segregated job market. As this happened, journalists focused attention on these "trailblazers," publicizing their problems and successes. At the same time, advertisers and the media began to pick up the language and goals of the women's movement to sell products and promote programs. All of this publicity created a myth that women really have "come a long way" in achieving equal employment opportunities. This myth is especially subscribed to by young women and young men whose real-world experiences have not yet provided adequate messages to the contrary.

The contrast between the myth and the reality is stark. Most women will work approximately 29 years of their lives and

men will work aproximately 39 years of their lives. Overall, a woman earns about 63 cents for every dollar that a man earns. A demonstrated reason for this disparity in earnings is that women work primarily in traditionally "female" jobs which are low paying in comparison with the jobs traditionally held by males. The cost to women is huge. For example, jobs in the skilled trades pay approximately 3 to 5 times more than jobs traditionally held by women. Examination of the facts should encourage young women to take career planning more seriously than they have in the past.

Young men need to understand how their future lives will be changed by the numbers of women in the work force and prepare for it. The traditional family where the father works outside the home and the mother remains home and takes care of two children and the house now represents but 5 percent of all American households. This change in the way the American family distributes responsibility must be understood and planned for if young women and young men are to build careers and partnerships which will survive. While many young men tend to be aware that they are expected to "work" they have not received all that much guidance on how to explore and plan for a career. The activities in this unit will help both young women and young men in many ways.

Unit III: Community-Based Job Exploration

In working on career planning, students find it a particularly rewarding experience to have an opportunity for personal contact with women and men who hold nontraditional jobs. This opportunity can be provided by group field trips and by bringing community speakers into the classroom. The contact is most effective when young women and young men can spend a morning or an afternoon, or several days, in exploring a job on a one-to-one personal basis with an adult woman or an adult man in the community who is employed in a nontraditional job.

In some communities, women and men will simply not be employed in all the nontraditional jobs in which students are interested. This should not deter exploration. Not every community supports a symphony orchestra or a resident electronics engineer but that does not mean students should not aspire to and prepare for employment in those fields. While audiovisuals are not an equal substitute for face-to-face discussion, they can show that women and men really do work in nontraditional jobs and they can provide some insight into the work situation.

Job exploration can be the highlight of the course. The impact is tremendous because it helps students bridge the gap between the classroom and the world of work.

Unit IV: Sex-Role Stereotyping

Research tells us that children--girls and boys--receive dramatically different messages from birth into adulthood about acceptable behavior and the roles they are expected to assume in life. The messages come from parents, siblings, other relatives, teachers, friends, television, movies, radio, books, toy manufacturers, clothing manufacturers, music, advertisements, and hundreds of other obvious and not so obvious sources. With such constant bombardment, it is hardly surprising that efforts to undo the "programing" meet with resistance and feelings of awkwardness.

The importance of taking time to explore the issues related to sex-role stereotyping cannot be overemphasized. Young women and young men need all the information and awareness they can get in order to counteract the powerful, limiting messages with which they are bombarded. With a stereotyped view of their future, young women tend to place minimum value on serious career planning. They often toss career plans out the window as soon as they "fall in love." Few young men are aware of the statistics on women in the labor force and how that changes the traditional view of how their future families will share responsibilities. Stereotypes give neither young women nor young men support for exploring and preparing for those careers that are nontraditional.

Unit V: Access to Careers

Many adults and most young people have very limited knowledge of the enormous variety of jobs which the world of work has to offer. In part, this lack of information can be attributed to reliance for knowledge of the work world only on those jobs we encounter in daily life or on that handful of "glamour jobs" made highly visible by the media. The vast majority of jobs remain relatively invisible and the rewards and opportunities they offer remain largely unknown.

There is also relatively little familiarity with the different paths which young people can take to prepare for a successful career. Education has generally focused on preparing students for higher education as though college, itself, were a career. At the same time, other options such as vocational training have been regarded as appropriate primarily for students without the intellectual or financial means to go to college. As many of the trades require understanding of math, science, and even physics, the notion that the skilled crafts are only for the academic dropouts is another stereotype that needs to be laid to rest.

The overall purpose of this unit is to dispel some of these traditionally held attitudes about the relative worth of different paths into career futures. Within that broad purpose, students will learn about a substantial number of potential job opportunities as well as six distinctly different but equally viable ways to prepare for and obtain jobs.

Unit VI: Career Success Styles

This unit is structured around activities which introduce participants to some basic concepts and tools for developing abilities in self-assessment, assertiveness, goal setting, decisionmaking, time management, and maintenance of health and physical fitness.

The activities in this unit are designed to engage students in thinking about these skills and putting them into action in their own lives and career planning processes. Many of the activities introduce strategies or tools which can be used throughout a person's life, both personally and professionally.

Unit VII: Job Hunting for Nontraditional Jobs

Job hunting is never easy and most people, women and men alike, tend to view the process as overwhelming. The job search tends to be especially formidable to young people who have had little experience in the world of work. Recognizing these difficulties has resulted in an abundance of new material being published over the past decade and many good strategies being recommended by those with expertise in the area. This unit includes adaptations of a series of activities which reflect some of the most successful of these strategies. Job hunting for nontraditional jobs presents young people with specific challenges, and the unit contains some special activities to address these issues.

Basic keys to successful job hunting include:

- Knowing as much as possible about the process of job hunting.
- Knowing personal skills/interests and how these match job goals.
- Having a well-developed "game plan."
- Knowing how to present oneself in the best possible manner.

- Practicing responses to questions that might possibly come up in different job-hunting situations, especially in initial interviews.

- Learning something about the prospective employer before first contact.

Students must recognize that not even the most experienced person is likely to find job hunting easy. But learning and practicing some specific skills can at least prepare a person for making the process go more smoothly and successfully.

Unit VIII: Nontraditional Life/Job Survival Skills

This unit covers life and job skills that are needed by both sexes, but which have typically been assigned to males only or females only, such as establishing credit, learning about tools, necessity of child care, use of public agencies, and other topics.

This unit can be particulary interesting for students because it provides "empowering" information on many topics with which they may not be familiar. The lack of information may apply to both sexes or to males and females differently. However, in these activities, it would be wise not to assume that men know certain things because they are men (how to take care of a car) or that women know certain things because they are women (how to take care of a child). That only reinforces stereotypes.

The approach to skill acquisition in this unit is experimental. The intent is that students can best learn these skills from people in the community who are willing to serve as resources and who have expertise in the given skill area.

Unit IX: Career and Life Planning

The issue of balancing career plans with other life plans and goals is of critical importance to young women and young men. The Department of Labor tells us that 9 out of 10 young women will work regardless of whether they marry and raise a family or remain single. Yet studies show that women tend to lose their career commitment as they go through college, and experience with the WINC project revealed that high school women tend to set their career plans aside when they begin to think of marriage. Young men also have little understanding that women will continue to work even after marriage and children and that, as a result, men will need to be prepared to share in home and child care responsibilities.

Statistics from the 1980 census revealed that only 5 percent of all American households fit the stereotype of the husband outside the home while the wife stays at home full time and takes care of two children and the house. Based on this kind of information, it becomes clear that students, both young women and young men, need to explore carefully all the issues related to balancing career and family plans. The more time young people spend looking at these issues, the more they will be able to understand the need to make and maintain a serious career commitment as well as a need to develop realistic plans for shared home and child care responsibilities.

Journal

The journal is a writing guide for students that integrates humor, facts, and instruction with blank pages for writing. It is planned to help young women explore their feelings about the changing roles of women in relation to their own career planning and to reflect on their experiences.

Note: The Women's Bureau, which developed the Curriculum Guide and the Journal, has also published Women in Nontraditional Careers (WINC): A Training Program Manual to prepare school personnel to implement the WINC program.

Single copies of the Manual and the Journal are available free from the Women's Bureau, U.S. Department of Labor, 200 Constitution Avenue, N.W., Washington, D.C. 20210. The 652-page Curriculum Guide is available for $19 from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. Order by Stock #029-002-00070-3.

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